

Winter 2013

World of Art

Marina Moreno

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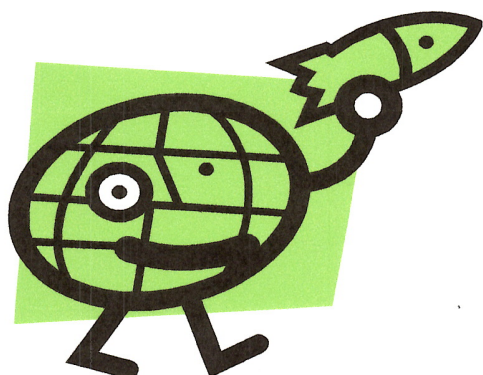
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World of Art


8 Lesson Plans

Winter-2013


Marina Moreno



Painting
My Dreams




Color Wagon
Color Pencils




Writing
& Drawing



World of Art



Fan-tastic- 3D
Mix Media




Masquerade
Mix- Media



Imagination
Through Drawing



Pattern Design
Mix-Media



Flag time -3D
Mix-Media



FAN-TASTIC LESSON#1

By Kelly Chien

Objectives: students will build and design a fan.
Students will color and assemble a fan.

Goals: students will create their own fan using folded paper and pastel
Students will explore fans from different cultures

Materials: paper 8x11, glitter, color pencils, scissors, tape, and pastels.

PROCEDURE:

1. Fan exploration: show images of fans from different cultures and discuss the designs, and colors.
2. Demo: get the 8x11 paper then fold it like an accordion, then fold the bottom to make a little square after tape it down and they can use popsicle stick to hold it.
3. Make fan: the student will unfold the fan and create any shape and color on the paper too.

Reflections: why did you create that? Can you tell me that shape you made? Did you like making a flag?

National Standards:

Grades K–4 Content Standard 2

Using knowledge of structures and functions

Grades K–4 Content Standard 2b

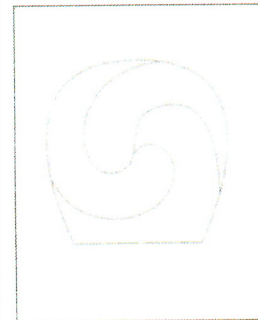
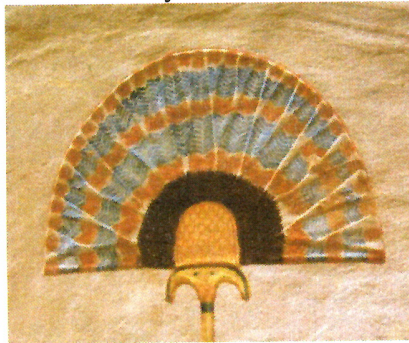
Students describe how different expressive features and organizational principles cause different responses

Grades K–4 Content Standard 2c

Students use visual structures and functions of art to communicate ideas

Grades K–4 Content Standard 4

Understanding the visual arts in relation to history and cultures





Masquerade

Lesson # 2 (By: Marina Moreno)

Objective-

- Students will be shown examples of pictures of masks from different cultures from places around the world, to gain knowledge for a wide variety of different masks.
- Students will create their own mask using construction paper and the art elements of line and different shapes.

Goals-

- Design a mask as a response to visual artworks from different cultures.
- Combine shape and form to express facial features in mask making.

Materials-

- Images of masks/made examples of masks
- Various colors of construction paper (8 x 12)
- Scissors/glue sticks
- Tape
- Wood sticks
- Drawing pencils
- Cut out feather tissue paper

Procedure-

- 1.) Mask Exploration:

Begin by showing the images one at a time. Discuss how masks from different cultures are made for different reasons. When showing the images explain which part of the world they came from and why they might be made for. State reasons, by giving students examples such as tribal rituals, some are made for protection and some are made for festivals.

- 2.) Demo:

Show examples of made masks or from the images, and point out the different shapes and lines used on each mask. Explain to the students that most masks are made to look like someone or something other than yourself. Tell the students that they will create their own unique mask.

- 3.) Make Mask:

Ask students what color construction paper they want as the background which will be the main color of the mask. Then pass out different colors of smaller construction paper for cutting out different lines and shapes for the facial features for the mask. Start with the main color of construction paper and tell the students to cut any shape for the face. Then next start by making the eyes. Then next have the children name different types of shapes used for the eyes. Ask students to think of lines or shapes for the nose and the mouth. Try to encourage the students to look at the images of masks and have them look for different shapes and lines in those images. This will help them get motivated to create shapes and lines for their mask. Complete the mask by adding ears, hair, eye lashes, eyebrows or other created shapes that students can come up with to make the mask exciting and fun to look at.

Reflection-

- Have students gather around with their finish mask. Next have them point out the shapes in the masks, such as circles, rectangles, triangles, lines, and squares. This will help the students focus on certain shapes elements used to build the mask.
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FLAG TIME lesson#4

by Kelly Chien

OBJECTIVES:

Students will create their own symbol and meaning to represent in their own flag.
Students will look at different colors and shapes

Goals: Student will identify shapes and students will tell about different flags

Materials:

Each child will need glue, scissors, pencil, construction papers, crayons and pastels (optional)

Procedure:

1. Exploration: show students the different flags and discuss about the other countries
2. Demo: Place supply with enough materials for each group in designated supply area discussion of colors, incorporating shapes. Then use popsicle stick to hold it.
3. Make flag: The students will decorate the shapes.

Reflections: did you enjoy this? What shapes do you like? Would you like to tell me about your flag?

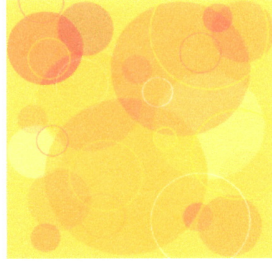
NATIONAL STANDARDS:

Content Standard #1 Understanding and applying media, techniques and processes.

Content Standard #4 Understanding the visual arts in relation to history and cultures.

Content Standard #6 Making connections between visual arts and other disciplines.





Pattern Design

Lesson # 5 (By: Marina Moreno)

Objective-

- Students will investigate to use the function of color pencils by creating lines to put together to create patterns of shapes on paper.
- Students will cut from a (9 x 9) folded paper which will be folded into a square and using scissors to cut shapes along the edges to create a pattern around the paper which will act as their paper canvas.

Goals-

- Combine shapes and lines to make a pattern within the folded paper.
- Design a pattern with scissors along the edges of the folded paper.

Materials-

- White paper (9 x 9)
 - Color pencils
 - Scissors
 - Construction paper for the background so that their pattern can stand out
 - Glue sticks
 - Drawing pencils/ Erasers
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Procedure-

- 1.) Pattern Exploration-

Begin by having students name shapes they would be aware of (triangle, square, circle and rectangle). Next, show images of different types of patterns one in color and ones in black and white. They can use these images (examples) to make some of these patterns onto their paper. Next have students choose the color construction paper for their background.

- 2.) Demo-

Begin this lesson by demonstrating to the students first before giving them the paper. Take the white paper (9 x 9) and fold it into a square and grab the scissors and cut along the edges of the paper. When cutting the edges, show and tell them what shape you are cutting out. Next open the paper and the students will see the design on the outside along the paper. You can say "wow look what I did!! I made my pattern." Next lay the paper on the table and start to make a pattern with shapes, for example (little squares and big squares). Grab the color pencil and start to color in the little squares and the big squares with another color. Try to show the use of different colors.

- 3.) Make Pattern-

After giving a brief demonstration on how to fold, cut, color, to make a pattern. Next past out the white paper have the students fold into a square and by having them use scissors cut along the edges. Have the students open their paper and look at what design they made. Encourage students to look at the outside pattern to make a pattern onto the white paper. Have the students looked at the made examples and the images of different patterns to get inspire to create shapes and lines. Also encourage students to cover the whole paper with the pattern design. Complete the pattern design by having the students glue the white paper onto the color construction paper. By having the construction paper as the back ground this will create the pattern to stand out.

Reflection-

- Spend time looking at the works and talk about the different pattern designs the students selected. Have the students point out the different shapes and lines within their pattern design.
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Objectives:

- 1-To make poetry and writing a fun, relevant, and approachable subject for students
- 2-To make visual/artistic representations of poetry

Materials:

Paper divided in half by a line, pens, crayons or color pencils

Intro:

+*We all have dreams about what we want to be when we grow up. Some of us want to be Mommys and Daddys, some of us want to be firemen or firewomen, some may want to be doctors or dancers or mailmen or cops or astronauts or artists or writers or make video games or chefs.*

+Ask the students what their dream jobs are one at a time.

Writing Exercise:

- 1-The first line of their poem should read “I want to be a _____”
with their answer filled into the blank space
- 2-The next five lines will be a list of characteristics or duties of that career.
So if I chose “I want to be a nurse” as my first line, my next lines could read something like:
“Nurses are kind
Nurses are smart
Nurses give people shots
Nurses always have Band-Aids
Nurses wear white”
- 3-The final line will be the same as the first line “I want to be a _____”

Art Exercise:

- 1- Have the children draw a picture on the other half of their paper of themselves doing that job (i.e. Johnny draws himself as an astronaut and Megan draws herself as a police woman).

Color Wagon lesson #7

By Kelly Chien

Objectives:

Students will apply the concepts of color as they use color pencil and construct a color wheel from supplied shapes.

Students will color to create those on the color wheel.

Goals: Students will appropriately apply art elements/principles and those of fractional portions. Students will understand the six basic colors.

Materials:

Paper(8x11) color pencil, example color chart

Procedure:

1.Exploration: show examples of the color wheel, and talk about all the different colors.

(Standard 1a)

2.Demo:while showing the examples, show the students shapes; introduce the first 3 colors: blue, red and yellow, then after when the students complete those colors. Take away the first 3 colors and bring in the last 3 colors such as: purple,green and orange. (Standard 1)

3.Make color wagon: when the students have completed both parts then put it all together and the piece is done!(Standard 1c)

Reflections: what did you make? Was this easy? What color did you like?

National Standards:

Grades K–4 Content Standard 1

Understanding and applying media, techniques, and processes

Grades K–4 Content Standard 1a

Students know the differences between materials, techniques, and processes

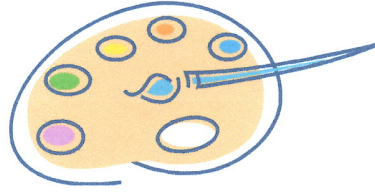
Grades K–4 Content Standard 1b

Students describe how different materials, techniques, and processes cause different responses

Grades K–4 Content Standard 1c

Students use different media, techniques, and processes to communicate ideas, experiences, and stories





Painting My Dreams

Lesson # 8 (By: Marina Moreno)

Objective-

- The students will create meaningful images of their dreams by using tempera paint.
- The students will create their own painting by using poster board, and to evaluate mixing different colors.

Goals-

- Imagine and make a meaningful image from a dream.
- Encourage students to work large and cover the whole poster board.

Materials-

- Heavy white poster board (11x14)
 - Tempera paint
 - Flat paint brushes
 - Plastic cups for water
 - Paper towels
 - Little containers to hold paint in
 - Plastic bowls to use for mixing colors.
-

Procedure-

- 1.) Dream Exploration-

Begin by playing a ball game when passing the ball have the students say out loud their favorite dream. The ball game will end after each student had said their favorite dream. When a student doesn't know what to say encourage them by saying "It can be any favorite dream, and then give an example "My favorite dream was of my cat sunflower."

- 2.) Demo-

Show made examples of paintings from different types of fun exciting dreams. Explain to the students that their favorite dreams can be anything for example you would say "My favorite dream was about playing video games, so I'm going paint me or someone playing videos games." Tell the students that everyone has different dreams, and dreams can be about yourself, someone, or something. Tell the students they will create an image of their favorite dream using paint.

- 3.) Make Painting-

Ask students what color paint they want to paint with. If you don't have that color then show students how to mix certain colors to create the color they want. Pass out the poster board, hand each student about two poster boards and have extra on the side if the student wants to paint more they can. Fill plastic cups with cold water half way and pass out paper towels for each student. Have extra paper towels for if it gets to messy and if the students want more paper towels. The final step is to past out paint brushes to the students. Ask students to think of their favorite dreams and tell them to start painting. Try to encourage students to cover the whole poster board. Show students how to clean brushes in water and dry with paper towel. When finish with painting laid their work somewhere safe to dry.

Reflection-

- Look at all the paintings and point out interesting colors, shapes, textures, and different arrangements of their work. Try to encourage the students to observe different colors that paint can create by mixing.
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